

# Comprehensive Plan Report

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

April 06, 2016

**Bald Knob Public Schools** NCES - 502700

Key Indicators are shown in **RED**.

<b>District Context and Support for School Improvement</b>	
<b>Improving the school within the framework of district support</b>	
<b>Indicator</b>	<b>IA10 - The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)</b>
<b>Status</b>	Tasks completed: 0 of 7 (0%)
	Level of Development: Initial: <b>Limited Development</b> 11/04/2015
	Index: 3 (Priority Score x Opportunity Score)
	Priority Score: 3 (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:  How, when, and by whom does your district review each school's budget, staffing, improvement status, progress, and student learning outcomes to reallocate resources of staff, money, and district support? What criteria are used to make the decisions?  Budgets - Reviewed in Spring as far as school buildings; NSLA etc reviewed in particular committee meetings based on needs.  Staffing - Flexibility options, requiring teachers to obtain the necessary trainings. Done annually with school leadership teams.  Data/Curriculum - District data analysis in the Summer which incorporates a focus on the improvement status.  We would like to develop a concrete plan of how we are doing things, why, and where we want to go. The plan could be a K12 document used to keep us focused.
<b>Plan</b>	Assigned to: Thomas Garner
	Added: 11/11/2015
	How it will look when fully met: Each spring, the superintendent will meet with district leadership and pertinent committees to discuss budget, staffing, improvement status, progress, and student learning outcomes. An outline of the process for reviewing each component will be written and shared on Google docs with administrators.

	Target Date:	06/01/2017
	<b>Tasks:</b>	
	1. Create a list of the tasks that we currently complete in the 2015-2016 school year related to the review of each school's budget, staffing, improvement status, progress, and student learning outcomes.	
	Assigned to:	Thomas Garner
	Target Completion Date:	06/01/2016
	Comments:	
	2. Review tasks completed in 2015-2016 and add related tasks the team deems to be omitted.	
	Assigned to:	Thomas Garner
	Target Completion Date:	07/01/2016
	Comments:	
	3. Create a procedural outline for the review of each school's budget in a shared Google document. The outline will contain an explanation of how, when, and by whom the task is completed.	
	Assigned to:	Thomas Garner
	Target Completion Date:	04/29/2016
	Comments:	
	4. Create a procedural outline for the review of each school's staffing in a shared Google document. The outline will contain an explanation of how, when, and by whom the task is completed.	
	Assigned to:	Thomas Garner
	Target Completion Date:	04/08/2016
	Comments:	
	5. Create a procedural outline for the review of each school's improvement status in a shared Google document. The outline will contain an explanation of how, when, and by whom the task is completed.	
	Assigned to:	Thomas Garner
	Target Completion Date:	07/29/2016
	Comments:	
	6. Create a procedural outline for the review of each school's progress in a shared Google document. The outline will contain an explanation of how, when, and by whom the task is completed.	
	Assigned to:	Thomas Garner
	Target Completion Date:	10/31/2016
	Comments:	
	7. Create a procedural outline for the review of each school's student learning outcomes in a shared Google document. The outline will contain an explanation of how, when, and by whom the task is completed.	
	Assigned to:	Thomas Garner
	Target Completion Date:	09/30/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	0 of 7 (0%)

<b>Indicator</b>	<b>IA14 - The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts)</b>		
<b>Status</b>	Tasks completed: 2 of 8 (25%)		
	Level of Development:	Initial: <b>Limited Development</b> 12/08/2015	
	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:	<p>The district currently has a hiring protocol in place that takes into account teacher licensure, additional certifications and/or endorsements, training, experience, academic studies, and professional reference checks. The district utilizes various recruitment methods (some of which are embedded in the district's recruitment plan): career fairs, AAEE and district website, brochure to spotlight the district and its community, Orientation to Teaching courses at the high school level, Educators of Excellence program (internal), positive salary schedule, and monetary policies to support professional growth (PD above the contracted hours, college coursework reimbursement, etc.). The district supports new staff through a new employee training and novice teacher mentoring.</p> <p>The district would like to revisit recruitment strategies to ensure any misconceptions are addressed and the salary schedule to provide stipends for high need areas such as ELL.</p>	
<b>Plan</b>	Assigned to:	Melissa Gipson	
	Added:	03/10/2016	
	How it will look when fully met:	<p>Bald Knob School District will continue to recruit and hire the most highly qualified candidates for all positions. Upon full implementation, the district will have a designated pathway to grow our own administrators, teachers, and paraprofessionals. In addition, recruitment and hiring will be focused on the enrichment of programs such as ESL. The district would like to have one ESL endorsed individual in each grade level and/or content area K-12.</p>	
	Target Date:	07/02/2018	
	<b>Tasks:</b>		
		1. Establish a stipend for training and endorsements in ESL.	
		Assigned to:	Bradley Roberts
		Target Completion Date:	03/18/2016
		Comments:	
		<b>Task Completed:</b>	<b>03/14/2016</b>
		2. Investigate the best option for a "grow your own" program for teachers: CTE vs. ADE.	
		Assigned to:	Melissa Gipson
		Target Completion Date:	07/02/2018
		Comments:	

	3. Promote and recruit teachers from each school to attend the ESOL Academy.
	Assigned to: Melissa Gipson
	Target Completion Date: 03/25/2016
	Comments:
	<b>Task Completed:</b> 03/18/2016
	4. Require two 1.5 hr training sessions concerning the district's ESOL program, data analysis, and becoming familiar with each EL student served.
	Assigned to: Melissa Gipson
	Target Completion Date: 08/09/2016
	Comments:
	5. Review hiring expectations for leaders and teachers to encourage selection based on shortage areas such as ESL endorsements.
	Assigned to: Melissa Gipson
	Target Completion Date: 04/29/2016
	Comments:
	6. Designate the selected "grow your own" pathway for future educators.
	Assigned to: Melissa Gipson
	Target Completion Date: 07/02/2018
	Comments:
	7. Talk to Leasha about the paraprofessional assessment: cost and options for providing access to students locally.
	Assigned to: Melissa Gipson
	Target Completion Date: 07/02/2018
	Comments:
	8. Promote the "grow your own" pathway with student body (ex. Ms. Grayson or grade level nights).
	Assigned to: Melissa Gipson
	Target Completion Date: 07/02/2018
	Comments:
<b>Implement</b>	Percent Task Complete: 2 of 8 (25%)

<b>Indicator</b>	<b>IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)</b>		
<b>Status</b>	Tasks completed: 4 of 5 (80%)		
	Level of Development:	Initial: <b>Limited Development</b> 11/04/2015	
	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:	<p>The district has been supportive of any initiatives, purchases, and/or staff movement that has been asked for at this time. District committees assist in steering where we are, where we want to go, and planning how to get there. The belief in teacher buy-in is imperative.</p> <p>Leaders given sufficient authority in decisions about schedules, budgets, and personnel.</p> <p>The administrative team discussed the various district level teams (School Leadership, RtI, Curriculum, Technology, Wellness, etc.) yet there remains a need to define the roles and responsibilities of individuals serving on the various district level teams.</p>
<b>Plan</b>	Assigned to:	Kyle Hunt
	Added:	11/11/2015
	How it will look when fully met:	Bald Knob Public Schools believes in building leadership within both administrators and teachers. To this end, the district will outline clear expectations and boundaries for administrator and teacher autonomy and the decision making processes within the district in the form of a "K-12 Outline" of the role and responsibilities of district steering committees. As much as possible, administrator and teacher leaders will be utilized to promote the products they worked to develop in public ways as applicable, such as through school board and community organization presentations.
	Target Date:	08/01/2016
<b>Tasks:</b>		
	1. Set a date for district administrators to develop a framework for each committee to outline each committee's purpose, member qualifications, member representation, role and responsibilities, follow up, etc.	
	Assigned to:	Kyle Hunt
	Target Completion Date:	01/08/2016
	Comments:	
	<b>Task Completed:</b>	<b>01/08/2016</b>
	2. District administrators meet and agree upon a framework for each committee to outline: purpose, member qualifications, member representation, role and responsibilities, follow up, etc. In addition, administrators set a date to follow up on the draft outlines from each committee.	
	Assigned to:	Kyle Hunt
	Target Completion Date:	01/08/2016
	Comments:	
	<b>Task Completed:</b>	<b>01/08/2016</b>
	3. Schedule a date to meet with each district committee to introduce the framework and begin its development.	
	Assigned to:	Kyle Hunt
	Target Completion Date:	01/08/2016
	Comments:	
	<b>Task Completed:</b>	<b>03/01/2016</b>

	4. Meet with each committee to discuss the outline framework and set a date (prior to the administrator's meeting) for draft submission to Mr. Kyle Hunt.
	Assigned to: Kyle Hunt
	Target Completion Date: 03/18/2016
	Comments:
	<b>Task Completed:</b> 03/01/2016
	5. Follow up with a draft outline from each committee and seek input from district administrators.
	Assigned to: Kyle Hunt
	Target Completion Date: 04/15/2016
	Comments:
<b>Implement</b>	Percent Task Complete: 4 of 5 (80%)

## District Context and Support for School Improvement

### Taking the change process into account

<b>Indicator</b>	<b>IB13 - The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542)(AllDistricts)</b>		
<b>Status</b>	Tasks completed: 2 of 15 (13%)		
	Level of Development:	Initial: <b>Limited Development</b> 12/08/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(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:	<p>The district has an array of extended learning programs at the various buildings. The elementary has an after school tutoring program (limited) and two 21st CCLC programs along with summer school. The middle school has an after school tutoring program (unlimited) and summer school. The high school has after school tutoring (unlimited) with summer school and a college and career preparatory course in the summer.</p> <p>All three schools are looking at various options for extended learning time programs whether it be through transforming time structures during the school day or extending the school day.</p> <p>The district sees a need to review the programs offered and to develop a plan for monitoring the progress of all programs.</p>	
<b>Plan</b>	Assigned to:	Lisa Moore	
	Added:	03/10/2016	

How it will look when fully met:	Bald Knob School District's motto is the core of everything we do: pride, achievement, and integrity. Upon full implementation of this indicator, the district will have maximize and define programs to extend learning, both within and outside the school day, with clear program evaluations that are reviewed annually for success.
Target Date:	05/20/2016
<b>Tasks:</b>	
1. Identify the programs needing to be evaluated.	
Assigned to:	Lisa Moore
Target Completion Date:	03/30/2016
Comments:	
2. Develop a program evaluation for extended learning programs, both inside and outside the school day, across the district to measure effectiveness.	
Assigned to:	Lisa Moore
Target Completion Date:	05/20/2016
Comments:	
3. Communicate the evaluation to be completed to the extended learning programs.	
Assigned to:	Lisa Moore
Target Completion Date:	05/20/2016
Comments:	
4. Implement intervention periods at all buildings.	
Assigned to:	Lisa Moore
Target Completion Date:	03/31/2016
Comments:	
Task Completed:	03/30/2016
5. Implement a remediation process for those students who are not proficient on the state assessment according to Arkansas code and rules.	
Assigned to:	Lisa Moore
Target Completion Date:	03/31/2016
Comments:	
6. Identify the resources/tools to be utilized for remediation at each grade level.	
Assigned to:	Lisa Moore
Target Completion Date:	08/01/2016
Comments:	
7. Identify the resources to be utilized for intervention at each tier K-12.	
Assigned to:	Lisa Moore
Target Completion Date:	08/01/2016
Comments:	
8. Identify the criteria for remediation.	

		Assigned to:	Lisa Moore
		Target Completion Date:	08/01/2016
		Comments:	
	9. Identify the criteria for intervention at each tier.		
		Assigned to:	Lisa Moore
		Target Completion Date:	08/01/2016
		Comments:	
	10. Identify the universal screener to be utilized for RtI.		
		Assigned to:	Lisa Moore
		Target Completion Date:	08/01/2016
		Comments:	
	11. Identify the progress monitoring tool to be utilized for RtI to measure progress.		
		Assigned to:	Lisa Moore
		Target Completion Date:	08/01/2016
		Comments:	
	12. Identify professional development needs for the assessment tools and resources for remediation and intervention.		
		Assigned to:	Lisa Moore
		Target Completion Date:	08/01/2016
		Comments:	
	13. Outline specific criteria for student placement in intervention.		
		Assigned to:	Lisa Moore
		Target Completion Date:	08/01/2016
		Comments:	
	14. Outline specific criteria for student placement in remediation.		
		Assigned to:	Lisa Moore
		Target Completion Date:	08/01/2016
		Comments:	
	15. Implement remediation periods at all buildings.		
		Assigned to:	Lisa Moore
		Target Completion Date:	08/01/2016
		Comments:	
		Task Completed:	03/30/2016
<b>Implement</b>	Percent Task Complete:		2 of 15 (13%)

## District Context and Support for School Improvement

### Clarifying district-school expectations

<b>Indicator</b>	<b>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)</b>
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<b>Status</b>	Tasks completed: 0 of 1 (0%)		
	Level of Development:	Initial: <b>Limited Development</b> 07/27/2015	
	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:	There is a general understanding of central office support. Two way communication exists between central office and building personnel. Clear documentation is needed to provide evidence such as administrative meeting agenda and a Responsibility Tree.	
<b>Plan</b>	Assigned to:	Melissa Gipson	
	Added:	11/12/2015	
	How it will look when fully met:	Bald Knob Public Schools believes in two way communication between district and school leadership. While the superintendent serves as the district liaison to each school, the district will establish a responsibility tree outlining district leadership and support services each provides to schools as needed.	
	Target Date:	07/01/2016	
	<b>Tasks:</b>		
		1. Develop a responsibility tree outlining district leadership and support services each provides to schools as needed.	
		Assigned to:	Melissa Gipson
		Target Completion Date:	07/01/2016
		Comments:	
<b>Implement</b>	Percent Task Complete:	0 of 1 (0%)	

<b>Indicator</b>	<b>IC05 - The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts)</b>		
<b>Status</b>	Tasks completed: 0 of 5 (0%)		
	Level of Development:	Initial: <b>Limited Development</b> 12/08/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(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:	The district currently provides teachers with a common format for curriculum guides containing the standards. Teachers then complete the pacing of the curriculum guides. The district has identified a need for a consistent process and platform by which to develop curriculum guides for curriculum work. The process needs to include ensuring the alignment of what is written, taught, and tested in addition to the alignment of content taught across and within grades.	

<b>Plan</b>	Assigned to:	Lori Finley
	Added:	03/10/2016
	How it will look when fully met:	Upon full implementation, Bald Knob School District will have written evidence of the "taught" curriculum in the form of curriculum maps with intentional instruction that aligns with the state assessment. There will be a written process documenting the review of curriculum documents annually in a common platform K-12.
	Target Date:	06/29/2018
	<b>Tasks:</b>	
	1. All teachers will review their curriculum guides annually as part of their required professional development.	
	Assigned to:	Lori Finley
	Target Completion Date:	09/01/2016
	Frequency:	once a year
	Comments:	
	2. The review shall include necessary changes made for standards revisions, adjustment to pacing of instruction as needed, and collaboration with applicable colleagues to insure vertical and horizontal alignment.	
	Assigned to:	Lori Finley
	Target Completion Date:	09/01/2016
	Frequency:	once a year
	Comments:	
	3. As part of the curriculum development days, teachers will create their assessments for the year based on their curriculum guides. *Common assessments will be developed for grades/subjects taught by more than one person.	
	Assigned to:	Lori Finley
	Target Completion Date:	08/01/2017
	Frequency:	once a year
	Comments:	
	4. Teachers will share a working copy of the curriculum guide at the beginning of the year with the principal. Teachers will use the document to note coverage of the standards as they progress through the year and when the assessments are administered.	
	Assigned to:	Lori Finley
	Target Completion Date:	08/01/2017
	Frequency:	once a year
	Comments:	
	5. As part of new employee orientation, new teachers will be informed about the process and where the documentation is housed.	
	Assigned to:	Melissa Gipson
	Target Completion Date:	08/01/2016
	Frequency:	once a year
	Comments:	
<b>Implement</b>	Percent Task Complete:	0 of 5 (0%)

## School Leadership and Decision Making

### Establishing a team structure with specific duties and time for instructional planning

<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36) (AllDistricts)</b>		
<b>Status</b>	Tasks completed: 0 of 7 (0%)		
	Level of Development:	Initial: <b>Limited Development</b> 07/27/2015	
	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:	Currently there is not a district policy that reflects team structures; however, the various buildings have identified and utilizes instructional team structures.	
<b>Plan</b>	Assigned to:	Bradley Roberts	
	Added:	07/27/2015	
	How it will look when fully met:	Bald Knob Public Schools will develop and implement a district policy which specifies team structures in the district. The policy will include a description of the teams' purposes and how each team is constituted. All procedural aspects of the various team structures in the district will be outlined in a K-12 document and shared with all staff. New employees will be informed of the policy and "said" (can anyone think of a name???) K-12 document.	
	Target Date:	02/28/2017	
	<b>Tasks:</b>		
	1. Data will be collected annually.		
	Assigned to:	Bradley Roberts	
	Target Completion Date:	05/31/2018	
	Frequency:	once a year	
	Comments:		
	2. P & P will collaboratively work with Mr. Roberts to develop a policy which specifies various team structures, a description of each team's purpose, and how each team is constituted.		
	Assigned to:	Bradley Roberts	
	Target Completion Date:	02/28/2017	
	Comments:		
	3. District administrators will brainstorm and identify specific team structures, purpose(s), member representation, member qualifications, responsibilities as related to time, and any necessary funding.		
	Assigned to:	Bradley Roberts	
	Target Completion Date:	09/29/2017	
	Comments:		

		4. District will work with administrators and the certified P & P members to identify a date to discuss developing a policy regarding team structures. The district will utilize the Arkansas School Board Association's model policy to guide the discussion but tailor it to reflect practice in Bald Knob Public Schools.	
		Assigned to:	Bradley Roberts
		Target Completion Date:	09/29/2017
		Comments:	
		5. P & P will propose the policy and stipend schedule to the Bald Knob School Board in March 2017.	
		Assigned to:	Bradley Roberts
		Target Completion Date:	03/31/2017
		Comments:	
		6. P & P will propose the policy and stipend schedule for a vote to all certified staff.	
		Assigned to:	Bradley Roberts
		Target Completion Date:	03/31/2017
		Comments:	
		7. Criteria for effectiveness of each team will be determined.	
		Assigned to:	Bradley Roberts
		Target Completion Date:	05/31/2017
		Comments:	
<b>Implement</b>	Percent Task Complete:		0 of 7 (0%)