

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 31, 2016

BALD KNOB HIGH SCHOOL NCES - 50270000038

Bald Knob Public Schools

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) (All Schools,Focus,Priority)**

Status Tasks completed: 0 of 1 (0%)

Assess Level of Development: Initial: **Limited Development** 02/29/2016

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: We have the team structure in place, but we need more community involvement.

Plan Assigned to: Dana McKinney

How it will look when fully met: We will have regularly scheduled meetings (quarterly) and have community representation at each meeting.

Target Date: 10/31/2016

Tasks:

1. Mrs. McKinney will reach out to community members and try to ensure that at least two community members are present at each quarterly meeting.

Assigned to: Dana McKinney

Added date: 02/29/2016

Target Completion Date: 10/31/2016

Comments:

Implement Percent Task Complete: 0%

Indicator **ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)**

Status **Objective Met** 3/29/2016

Assess Level of Development: Initial: **Limited Development** 10/05/2015

Objective Met - 03/29/2016

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:	We have scheduled meetings but have not always had written agendas or minutes.	
Plan	Assigned to:	Thomas Garner	
	How it will look when fully met:	After each team meeting, a team member will submit a copy of the agenda.	
	Target Date:	03/31/2016	
	Tasks:		
	1. Ensure that there is an established agenda before each meeting and that minutes are kept.		
	Assigned to:	Brent Roberts	
	Added date:	12/14/2015	
	Target Completion Date:	03/31/2016	
	Comments:	We now have established agendas before each meeting and minutes are kept. Also, the minutes are shared with all in attendance at said meetings as well as any other stakeholder.	
	Task Completed:	3/28/2016 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	3/29/2016	
	Experience:	3/29/2016 Teams welcomed the idea of more structure and transparency.	
	Sustain:	3/29/2016 Accountability from department leaders in the form of document requests.	
	Evidence:	3/29/2016 See agendas from Indistar.	
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)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/03/2015	
	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:	The leadership team currently meets once monthly.	
Plan	Assigned to:	Thomas Garner	
	How it will look when fully met:	The leadership team will meet twice monthly for an hour or more.	
	Target Date:	06/30/2016	
	Tasks:		

		1. Begin the process of having two team meetings a month. One will be through electronic communication and one will be face-to-face.
	Assigned to:	Thomas Garner
	Added date:	12/14/2015
	Target Completion Date:	03/31/2016
	Comments:	
Implement	Percent Task Complete:	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) (All Schools,Focus,Priority)	
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Status Tasks completed: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development 12/14/2015	
	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:	The principal currently does walkthroughs on a monthly basis. Results are shared with the Indistar team. As the year progresses, the team will continue to look for patterns that show areas of need.	
Plan	Assigned to:	Thomas Garner	
	How it will look when fully met:	Results from at least three-quarters of the year will be disaggregated. Next, the team will research professional development opportunities and begin to schedule accordingly.	
	Target Date:	07/29/2016	

Tasks:

		1. The principal will compile all walkthrough data for three-quarters of the school year.	
	Assigned to:	Thomas Garner	
	Added date:	12/14/2015	
	Target Completion Date:	07/29/2016	
	Comments:		
Implement	Percent Task Complete:	0%	

Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
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Status Tasks completed: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development 02/29/2016	
	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:	We currently use a leadership team structure to determine PD. We need to begin drilling down and providing PD for teachers in areas they identify as a weakness.	
Plan	Assigned to:	Thomas Garner	
	How it will look when fully met:	Teachers will be able to attend PD that they feel will support their weak areas. Data from classroom observations will be the driving force in determining the PD.	
	Target Date:	12/16/2016	
	Tasks:		
		1. Create a rubric to determine: a) important factors in the class observation to consider b) how to determine which one factor to focus on c) provide staff with options to provide support in said area	
		Assigned to:	Thomas Garner
		Added date:	02/29/2016
		Target Completion Date:	02/28/2017
		Comments:	
Implement	Percent Task Complete:	0%	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/03/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	1) Social Studies department chair will be attending a curriculum conference in November. Ms. Blanton will share information with her department. 2) The math department is meeting with Linda Griffith three times during the school year. The teachers involved are aligning the curriculum, learning effective teaching strategies, and collaborating on areas of need. 3) The special education teachers have attended a workshop on writing standard-based IEPs. 4) The English department is hosting "boot-camp" meetings to discuss ways to improve the school's average ACT score.	
Plan	Assigned to:	Kelly Whitley	

	How it will look when fully met:	The science department will discuss the following: 1) What are the needs of the department in terms of PD? 2) How to prepare students for the science portion of the ACT / ACT Aspire. 3) Prepare a needs assessment for the department to be ready for implementation of new science standards / textbooks.	
	Target Date:	07/29/2016	
	Tasks:		
	1. Teachers' input will be collected in terms of: a) what PD would be beneficial to them in their respective content area? b) what materials would be beneficial in teaching strategies of the ACT / ACT Aspire? c) what other support do the teachers need?		
	Assigned to:	Kelly Whitley	
	Added date:	12/14/2015	
	Target Completion Date:	07/29/2016	
	Comments:		
Implement	Percent Task Complete:	0%	
School Leadership and Decision Making			
Expanded time for student learning and teacher collaboration			
Indicator	IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 02/29/2016	
	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:	Students sign in daily for the before and after school intervention program. (ELITE). At this time, students are given a survey but the information on the survey is not readily available to the teacher.	
Plan	Assigned to:	Dana McKinney	
	How it will look when fully met:	Teachers of the ELITE program will administer and review a survey to students that participate in the program. The survey will include the following: 1) focus subject area(s) 2) time spent 3) improvement in classroom performance of focus subject area(s)	
	Target Date:	02/28/2017	
	Tasks:		
	1. Create the survey mentioned.		
	Assigned to:	Thomas Garner	
	Added date:	02/29/2016	
	Target Completion Date:	08/15/2016	

		Comments:	
Implement	Percent Task Complete:		0%
School Leadership and Decision Making			
Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			
Indicator	IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 02/29/2016	
	Evidence:	1) The district participates in three job fairs per year. (UCA, Harding, UAPB) 2) The district maintains competitive salary schedule for the area. 3) The district pays employee insurance for eye care 4) The district allows professional development for teams to focus on school improvement 5) The district strives to create a family-like atmosphere (even though we are dysfunctional)	
		Added date:	
Opportunity to Learn			
Post-Secondary School Options			
Indicator	VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 02/29/2016	
	Evidence:	All students receive a packet with the following information: a) transcripts b) instructions on how to read a transcript c) course offerings for the next year - including college and vocational offerings d) ACT, financial assistance for the ACT e) FAFSA, scholarships f) completers, honor graduate status	
		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)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/03/2015	

	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:	English and math have completed their units of instruction. Both are revising their plans as the school year progresses. Social Studies is in the process of implementing the new curriculum standards. Ms. Blanton plans to meet as a department in the summer of 2016 to make any necessary adjustments. Science will begin the process of developing new curriculum units in the summer of 2016.	
Plan	Assigned to:	Thomas Garner	
	How it will look when fully met:	All content areas have standards-aligned units of instruction as evidenced by curriculum units.	
	Target Date:	07/29/2016	
	Tasks:		
	1. Check for ongoing work on curriculum units. Also, Check for completed curriculum units and provide assistance if needed.		
	Assigned to:	Thomas Garner	
	Added date:	12/14/2015	
	Target Completion Date:	07/29/2016	
	Comments:		
Implement	Percent Task Complete:	0%	
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)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/05/2015	
	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 give the MAP test 3 times yearly; however, we should improve communication with faculty, students, and parents.	
Plan	Assigned to:	Thomas Garner	
	How it will look when fully met:	BKHS will test (math / literacy) each student at least three times each year to determine progress toward standards-based objectives. Evidence of full implementation will be in the form of test reports.	

	Target Date:	05/13/2016
	Tasks:	
	1. Check with building level department leaders and make sure we have scheduled at least three MAP or ACT practice tests each year.	
	Assigned to:	Thomas Garner
	Added date:	12/14/2015
	Target Completion Date:	05/13/2016
	Comments:	
Implement	Percent Task Complete:	0%
Classroom Instruction		
Expecting and monitoring sound instruction in a variety of modes		
Indicator	IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 12/14/2015
	Evidence:	All teachers develop and submit weekly lesson plans. Teachers and administrators review the lesson plans and ensure alignment with previously developed units of instruction.
	Added date:	
Family Community Engagement		
Defining the purpose, policies, and practices of a school community		
Indicator	IVA01 - 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)(All Schools,Focus,Priority)	
Status	Tasks completed: 0 of 1 (0%)	
Assess	Level of Development:	Initial: No development or Implementation 12/14/2015
		Will include in plan
	Index:	3 (Priority Score x Opportunity Score)
	Priority Score:	1 (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 currently in transition from NCLB to ESSA. We will wait to see the new requirements of ESSA before proceeding with this indicator.
Plan	Assigned to:	Thomas Garner

	How it will look when fully met:	We are currently in transition from NCLB to ESSA. We will wait to see the new requirements of ESSA before proceeding with this indicator.
	Target Date:	07/29/2016
	Tasks:	
	1. Continue to monitor new regulations as they are shared with the local districts.	
	Assigned to:	Thomas Garner
	Added date:	12/14/2015
	Target Completion Date:	07/29/2016
	Comments:	
Implement	Percent Task Complete:	0%