

## Comprehensive Progress Report

**Mission:** To prepare students to accept and succeed in the challenges and opportunities of tomorrow, the Pocahontas School District is committed to providing a safe, quality learning environment in which all students master grade level content, perform at their highest academic ability, and develop positive/healthy self-worth; to distributing resources with fairness and accountability; and to engaging in cooperative relationships with district parents and patrons.

**Vision:**

**Goals:**

To align reading instruction, in each classroom, to those practices that are shown to be most effective based on scientific research.

Raise the percentage of students in the district performing at grade level, on the ACT Aspire, by 10%.



! = 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			
!	IA10	The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		The district conducts on ongoing needs assessment in regards to its four schools. Schools are frequently asked to communicate needs necessary to facilitate quality learning experiences for students. These needs requests include staffing requests, program requests, instructional materials requests, technology requests, etc.. As part of this needs assessment process the district needs to do a more thorough job of monitoring and evaluating the effectiveness of specific programs, initiatives, etc. and then reallocate resources if and when specific expenditures do not show positive outcomes.	Limited Development 10/15/2015		
<b>How it will look when fully met:</b>		A component of our annual needs assessment, whereby the next year's budgeting process is developed, includes evaluations of existing programs, initiatives, etc. The results of these evaluations will be included in the discussion as to needs for the coming year.		<b>Daryl Blaxton</b>	<b>08/01/2018</b>
<b>Actions</b>			<b>1 of 3 (33%)</b>		
3/17/16	The district will facilitate a process whereby district & school budgets will be reviewed to identify programs and or initiatives that should be reviewed, regularly, to assess levels of effectiveness. A spreadsheet will be developed showing these programs and/or initiatives and the funding stream that supports them.	Complete 08/01/2017	Daryl Blaxton	08/01/2017	
<i>Notes:</i>					
3/17/16	The district will facilitate a process whereby evaluations designed to assess levels of effectiveness are developed for the identified programs and/or initiatives.		Daryl Blaxton	05/01/2018	
<i>Notes:</i>					
3/17/16	The district will facilitate a process whereby monitoring of the evaluations of the programs and/or initiatives occurs on a regular basis and timely revisions are made as needed.		Daryl Blaxton	05/01/2018	
<i>Notes:</i> Reviews will occur in December and May of each school year.					

Core Function:		District Context and Support for School Improvement			
Effective Practice:		Taking the change process into account			
!	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
<i>Initial Assessment:</i>		The district has a number of extended learning time programs including but not limited to the following; RTI, after school tutoring, in school tutoring through Compass learning, summer school programs, etc.. To move to full implementation the district needs to develop more formalized identification and evaluation processes in some of its schools regarding these programs. The district will then need to make needed adjustments based on the results of the evaluation processes. This indicator will align with indicator IA10 and the accompanying reallocation of resources.	Limited Development 11/30/2015		
<i>How it will look when fully met:</i>		The district will establish a list of extended learning time programs, develop an evaluation for each program and establish monitoring schedule whereby the evaluation data is periodically reviewed to determine levels of effectiveness. Adjustments to programming will be made based on the data.		Daryl Blaxton	08/01/2018
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	4/2/16	Each school will develop a list and/or inventory of if its extended learning programs.		Building Principals	01/01/2018
<i>Notes:</i>					
	4/2/16	Schools will review and amend, if needed, the purpose and goals of the identified programs.		Building Principals	02/01/2018
<i>Notes:</i>					
	4/2/16	Evaluations will be developed to determine the degree with which each program is meeting its desired purpose and achieving its goals.		School Indistar Teams	05/01/2018
<i>Notes:</i>					

Core Function:		District Context and Support for School Improvement			
Effective Practice:		Clarify district-school expectations			
!	IC05	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		TBD	Limited Development 11/30/2015		
<i>How it will look when fully met:</i>		The district will develop a scoring rubric, with the assistance of classroom teachers, that will be used to score and select curriculum for the district. A component of the rubric will be to ensure that the curriculum aligns with state standards and state assessments. Schedules will be established in each school whereby grade level and/or subject area teacher teams will regularly review the alignment of curriculum to standards and assessment. In addition, common assessments will be developed by these teacher teams to build in an accountability piece to ensure that the taught curriculum aligns with the written curriculum. Once established, ongoing monitoring and reviewing will occur through the teacher teams with oversight from the building principal and the district's Superintendent, Daryl Blaxton.		Daryl Blaxton	08/01/2018
<b>Actions</b>			<b>0 of 4 (0%)</b>		
4/2/16		The district will develop a "scoring" rubric for the analyses and selection of curriculums.		Daryl Blaxton	02/15/2018
<i>Notes:</i>					
4/2/16		The district will utilize an analysis rubric to score curriculums in making recommendations for local board adoption.		Building Principals	02/01/2018
<i>Notes:</i>					
4/2/16		Each school will conduct an inventory to determine the degree of use of common assessments in regards to tested areas.		Building Principals	03/15/2018
<i>Notes:</i>					
4/2/16		The district will support its schools in facilitating a process whereby common assessments are developed in tested areas that are aligned to the state assessments.		Daryl Blaxton	09/01/2018
<i>Notes:</i>					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
ID01	A team structure is officially incorporated into the school governance policy.(36)(AllDistricts)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>	The district utilizes a district administrative team, a district-wide leadership team including building level leadership members, as well as a Task Force for Closing the Achievement Gap Committee. However, these practices are not carried out with fidelity within the district and/or each building. Next steps: Establish processes to put in place to create a more formalized and consistent use of the district and school team structures.	Limited Development 10/27/2015			
	Priority Score: 3                      Opportunity Score: 3	Index Score: 9			
<i>How it will look when fully met:</i>	There will be regularly scheduled meetings of the following; district administrative leadership team, district-wide school improvement team and Task Force for Closing the Achievement Gap Committee. Meetings may be as frequent as weekly and as infrequently as quarterly depending upon the nature and role of the specific committee. The Indistar Meeting & Agenda component will be used in structuring and facilitating these meetings. This process will be replicated at the school levels. The district will have a policy in place, approved by its' Governing Board of Directors, that communicates the expectations of this particular Indicator.	<b>Objective Met 12/13/16</b>	<b>Daryl Blaxton</b>	<b>06/30/2016</b>	
<b>Actions</b>					
3/17/16	Communicate to all schools the expectation to create a leadership team within their school and provide support through the Indistar process in assisting them as needed.	Complete 01/31/2016	Daryl Blaxton	12/31/2015	
	<i>Notes:</i> Meetings were held during the 1st semester of the 2015-2016 school year with school level teams to begin implementing the Indistar software and school improvement protocol. School teams assessed the required 13 indicators and selected priorities to begin planning in regards to school improvement. During these meetings, the expectation of leadership teams at both the district and school levels was discussed.				
3/17/16	Construct a district policy that officially incorporates the expectation of district and school leadership teams. This will be done through a review and potential modification of the ASBA model policy #5.4 School Improvement Teams.	Complete 05/20/2016	Daryl Blaxton	03/31/2016	
	<i>Notes:</i> Utilized model policy from ASBA and adapted to meet our school needs.				

3/17/16	Present the constructed policy to district and school stakeholders for review and feedback.	Complete 05/31/2016	Daryl Blaxton	04/15/2016
<i>Notes:</i> Emailed to administrators for review.				
3/17/16	Modify policy, per stakeholder feedback, and present to the Pocahontas School District Board of Directors for approval.	Complete 06/20/2016	Daryl Blaxton	05/16/2016
<i>Notes:</i> Board approved on June 20th.				
<b>Implementation:</b>		12/13/2016		
<b>Evidence</b>	12/13/2016 The policy was approved during the Pocahontas School Board Meeting in June of 2016.			
<b>Experience</b>	12/13/2016 The district utilized a model policy from ASBA and then adapted it to meet its school needs. The policy was reviewed by school principals prior to being formally approved by the Pocahontas Board of Directors.			
<b>Sustainability</b>	12/13/2016 Annual review of the policy as well as its implementation within the schools.			