

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.

May 18, 2016

Arkadelphia School District NCES - 502430

Key Indicators are shown in **RED**.

District Context and Support for School Improvement

Improving the school within the framework of district support

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| Indicator | IA10 - The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts) | | |
| Status | Tasks completed: 0 of 3 (0%) | | |
| | Level of Development: | Initial: Limited Development 11/18/2015 | |
| | 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: | The budget is developed by a district budget committee and approved by the Board of Education. Monthly reports are generated and reviewed by the Superintendent, budget managers and the Board. Budget managers reallocate funds within their department as the need arises. Budget managers receive Tier II training annually. Staffing needs are reviewed periodically as positions become available, and adjustments are made annually. APS provides summative and formative assessments and allocates resources based on identified school needs. APS provides an annual professional development stipend to staff members who acquire an additional 30 hours above the minimum state requirement. Additional professional development funding is provided by the state through categorical and federal funds. APS assigned teachers new to the district a mentor; all new teachers participate in an induction process. Partnerships with community entities such as Henderson State University, Ouachita University, ERZ and Prep Academy, Dawson Educational Cooperative and local funding foundations such as Ross, Arkansas Community Foundation, and Alcoa are instrumental in student learning. | |
| Plan | Assigned to: | Donnie Whitten | |
| | Added: | 02/10/2016 | |

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| | How it will look when fully met: | Principals will have flexibility in budget, staffing, and scheduling. The district will provide support by listening to and collaborating with building needs. APS will provide annual training in the purchase order system, audit findings, and operating within a balanced budget. School improvement priorities will address staffing needs. Scheduling will support each school's instructional focus. Professional development will align to individual professional growth plans and the school's instructional priorities. | |
| | Target Date: | 08/01/2016 | |
| | Tasks: | | |
| | 1. APS will track the students identified as needing dyslexia intervention as per state law and consider the need for a dedicated position for providing services. | | |
| | Assigned to: | Jeanette Turner | |
| | Target Completion Date: | 08/01/2016 | |
| | Comments: | | |
| | 2. Research the need for an elementary Alternative Learning Environment and or Behavior Intervention Classroom for SPED. Look for model programs that can be duplicated or revised at APS. | | |
| | Assigned to: | Virginia Anderson | |
| | Target Completion Date: | 08/01/2016 | |
| | Comments: | Include Special Education Supervisor; follow input from ADE. March 8, 2016 - Visited PCSSD Director of ALE March 8, 2016 - Visited ALE Program at Elementary School March 8, 2016 - Visited ALE Program at Elementary School | |
| | 3. APS will work with Ouachita Children's Center, Community Counseling, Dawson Behavior Interventionist, the Clark County Extension Office, Family Court, Division of Human Services, and local universities to identify and provide training opportunities for parenting. APS will provide opportunities for parents to attend the Arkansas Parenting Conference. | | |
| | Assigned to: | Virginia Anderson | |
| | Target Completion Date: | 12/20/2016 | |
| | Comments: | | |
| Implement | Percent Task Complete: | 0 of 3 (0%) | |

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| Indicator | IA14 - The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts) | | |
| Status | Tasks completed: 0 of 2 (0%) | | |
| | Level of Development: | Initial: Limited Development 01/06/2016 | |
| | 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) |

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| | Describe current level of development: | Arkadelphia School District is fortunate to have an ample pool of leaders and teachers interested in working in the district with hard-to-staff positions consistent with state critical shortage areas. Currently the district's procedures for recruiting, hiring, and retaining HQT include attendance at job fairs; advertisements in state and local papers; re-advertisement as needed; the hiring of non-traditional and MAT teachers; online advertising and application process; potential applicants can sign up to receive weekly job alert email; partnerships with local universities; and a competitive compensation and benefits package. Currently all teachers are HQT. Arkadelphia High School offers a program of study in Orientation to Teaching, a grow-your-own program to recruit future educators from the pool of current high school students. Arkadelphia encourages paraprofessionals to seek certification in teaching fields. Arkadelphia hires only Highly Qualified paraprofessionals, some of whom hold current teaching certificates. The APSD offers a Christmas bonus for all staff; a bonus is offered for professional development hours exceeding state requirement. The district recruits student interns to hire before they seek employment elsewhere. The district employs a certified English as Second Language teacher who serves the students in academic, linguistic, and cultural needs. The ESL teacher offers content instruction for all teachers in the district who provide instruction to ELLs. |
| Plan | Assigned to: | Jeanette Turner |
| | Added: | 01/06/2016 |
| | How it will look when fully met: | <p>When fully developed:</p> <ul style="list-style-type: none"> ^The district will have competent personnel in all schools in all positions including hard-to-staff areas and schools in need of improvement. ^The district will continue to recruit HQT for all positions. ^The district will offer a more competitive salary and benefits package with area schools. ^There will be a strong APSD presence at job fairs and other recruitment events. ^APSD will continue to provide mentors for all teachers new to the district regardless of level of experience. ^All ELLs will be placed with teachers trained in ESL content instruction. |
| | Target Date: | 03/17/2017 |
| Tasks: | | |
| | 1. The district will add approximately \$3000 to base salary for certified personnel. | |
| | Assigned to: | Donnie Whitten |
| | Target Completion Date: | 07/01/2016 |
| | Comments: | The millage has passed to provide a salary increase; this is the anticipated timeline for applying the increase. |
| | 2. The district will develop a marketing package for job fairs and recruitment events. It will contain such items as informational videos and printed material promoting the district to be conducted by a recruitment committee. | |

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| | | Assigned to: | Patricia Wright |
| | | Target Completion Date: | 12/16/2016 |
| | | Comments: | Dr. Wright will work with the Communications Director and others to develop a recruitment packet. She will make purchases to decorate the table, purchase promotional materials, and provide video presentations. |
| Implement | Percent Task Complete: | 0 of 2 (0%) | |

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| Indicator | IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts) | | |
| Status | Tasks completed: 0 of 3 (0%) | | |
| | Level of Development: | Initial: Limited Development 12/16/2015 | |
| | 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: | We provide sufficient time, money, staff, professional development, and data support. Schools are given the freedom to make changes in instruction, organization, and scheduling. As a district, we provide a unified coherent focus on instructional improvement. We have assigned each building a central office staff member who serves as a liaison and resource. The central office helps schools gather and use data. Central Office equitably allocates financial and staff resources. We promote and encourage leadership training and opportunities among our staff. Professional development is tailored for building, department, and individual needs. Schools have control over their budgets. | |
| Plan | Assigned to: | Donnie Whitten | |
| | Added: | 12/16/2015 | |
| | How it will look when fully met: | We will have a new modern middle school on the high school campus; currently the middle school is across town. This will better enable the school to utilize shared staff members more efficiently and allow for better coordination and collaboration between those campuses. We will have a new modern elementary school that serves students in grades 2-5; currently we have a 2-3 campus and a 4-5 campus. This will provide the opportunity to streamline staffing, scheduling, and budgeting for better instructional support and curricular planning at the elementary level. | |
| | Target Date: | 08/01/2018 | |
| | Tasks: | | |
| | | 1. Research restructuring alternatives and best practices based on a 2-5 grade elementary configuration and a 6-8 middle school configuration. | |
| | | Assigned to: | Donnie Whitten |
| | | Target Completion Date: | 12/16/2016 |
| | | Frequency: | monthly |

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| | | Comments: | Look at research, visit sites, and make contacts to determine best practices from schools with similar size, demographics, and configuration. How can we better leverage the resources we currently have for better student achievement and school improvement? |
| | 2. Provide an avenue for meaningful input from school personnel regarding effective transition from our current configuration to the new one. | | |
| | | Assigned to: | Donnie Whitten |
| | | Target Completion Date: | 12/16/2016 |
| | | Frequency: | monthly |
| | | Comments: | The superintendent has received input from principals regarding the needs for physical space in the new buildings. At some point, we will need input regarding the staffing, budgeting, and professional development needs of the new schools. We'll need input to ensure an efficient transition. |
| | 3. We will continue to build community support for the restructuring of our schools. The superintendent via the communications department and building contractor will provide ongoing updates of the progress of the building projects. Student and Peake Alumni Foundation projects will be incorporated into the new buildings. As the new campuses open, the building principals will communicate to parents new procedures and address any concerns. | | |
| | | Assigned to: | Donnie Whitten |
| | | Target Completion Date: | 08/01/2018 |
| | | Frequency: | monthly |
| | | Comments: | |
| Implement | Percent Task Complete: | | 0 of 3 (0%) |

District Context and Support for School Improvement

Taking the change process into account

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| Indicator | IB01 - The district operates with district-level and school-level improvement teams.(16) | | |
| Status | Tasks completed: 0 of 3 (0%) | | |
| | Level of Development: | Initial: Limited Development 09/04/2015 | |
| | 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: | There is a district-level leadership team that functions for school improvement. Each campus has a leadership team and a PLC community in which all faculty members are members. | |
| Plan | Assigned to: | Jeanette Turner | |
| | Added: | 11/04/2015 | |

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| | How it will look when fully met: | Each campus and the district functions as a Professional Learning Community; each campus and the district have a Leadership Team. Agendas, sign in sheets, and minutes are available for all meetings. A schedule of all meetings is submitted to the Director of Curriculum and Instruction at the beginning of the year. On-going Professional Development is embedded in all meetings. | |
| | Target Date: | 11/04/2015 | |
| | Tasks: | | |
| | 1. The Director of Curriculum and Instruction will meet with Instructional Facilitators each month and discuss PLC and Leadership content as related to Professional Development. | | |
| | | Assigned to: | Jeanette Turner |
| | | Target Completion Date: | 11/13/2015 |
| | | Frequency: | monthly |
| | | Comments: | |
| | 2. District Leadership Team will review online school meeting agendas and minutes. | | |
| | | Assigned to: | Jeanette Turner |
| | | Target Completion Date: | 11/13/2015 |
| | | Frequency: | monthly |
| | | Comments: | |
| | 3. The Director of Curriculum and Instruction will observe/sit in on PLC and Leadership Meetings at each school. | | |
| | | Assigned to: | Jeanette Turner |
| | | Target Completion Date: | 01/15/2016 |
| | | Frequency: | twice a year |
| | | Comments: | |
| Implement | Percent Task Complete: | | 0 of 3 (0%) |

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| Indicator | IB13 - The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542)(AllDistricts) | | |
| Status | Tasks completed: 0 of 5 (0%) | | |
| | Level of Development: | Initial : Limited Development 09/04/2015 | |
| | 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) |

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| | Describe current level of development: | Some extended learning time exists: all schools have an advisory program for all students; high school students have web-based credit recovery courses and Arkansas Advanced Initiatives in Math and Science (AAIMS); high school students are placed in Navigator classes for academic remediation; students in grades 2-5 have an afterschool SES program. Middle school and Peake Elementary have literacy and math extended class times. An extended learning day for pre-K through First Grade, Prime Time, is implemented at Perritt Primary to provide academic enrichment for students. The Clark County Boys and Girls Club offers after school enrichment and homework help along with recreational skills. | |
| Plan | Assigned to: | Donnie Whitten | |
| | Added: | 11/04/2015 | |
| | How it will look when fully met: | Extended learning time and school improvement strategies will continue to be implemented and monitored at each school campus according to the needs of the students. This strategy will continue to be routine and a part of the school culture. | |
| | Target Date: | 06/03/2016 | |
| | Tasks: | | |
| | 1. Attendance for each initiative will be monitored on a monthly basis. | | |
| | | Assigned to: | Donnie Whitten |
| | | Target Completion Date: | 11/30/2015 |
| | | Frequency: | monthly |
| | | Comments: | Dr. Whitten will receive monthly attendance overview for each extended day/school improvement strategy. |
| | 2. A site visit will be made to each campus to observe advisory groups. | | |
| | | Assigned to: | Virginia Anderson |
| | | Target Completion Date: | 11/04/2015 |
| | | Frequency: | monthly |
| | | Comments: | Dr. Anderson will visit each campus and observe the advisory groups in session. |
| | 3. The master schedule for Peake and Goza will indicate extended class time for literacy and math. | | |
| | | Assigned to: | Jeanette Turner |
| | | Target Completion Date: | 11/04/2015 |
| | | Frequency: | once a year |
| | | Comments: | Schedules will indicate extended class time for literacy and math. |
| | 4. Prime Time attendance and programming will be monitored and observed. | | |
| | | Assigned to: | Patricia Wright |
| | | Target Completion Date: | 11/04/2015 |
| | | Frequency: | twice a year |
| | | Comments: | Dr. Wright will observe classes during Prime Time at Perritt. |
| | 5. The district will monitor progress of the extended learning time initiative through attendance reports, perceptual surveys, and pre/post assessments for each program. | | |

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| | | Assigned to: | Donnie Whitten |
| | | Target Completion Date: | 06/03/2016 |
| | | Comments: | Monitor all programs to include Prime Time; SES; Extended class time; Course recovery; AAIMS; Navigator. |
| Implement | Percent Task Complete: | | 0 of 5 (0%) |

District Context and Support for School Improvement

Clarifying district-school expectations

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| Indicator | 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) | | |
| Status | Tasks completed: 0 of 4 (0%) | | |
| | Level of Development: | Initial : Limited Development 12/02/2015 | |
| | 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: | Currently, building administrators have open lines of communication with central office staff as budget and program managers. For example, district directors are available to instructional staff in the capacity of the programs they manage: Instructional and assessment concerns are directed to Dr. Turner; ACSIP and Career Education concerns are directed to Dr. Anderson; early childhood programs, licensure issues, and equity concerns go to Dr. Wright. The superintendent, Dr. Whitten, serves as an advisor to each program. | |
| Plan | Assigned to: | Virginia Anderson | |
| | Added: | 12/02/2015 | |
| | How it will look when fully met: | Each District Leadership Team member will serve as liaison to a assigned building. The liaison will serve as a critical friend to develop the improvement plan, monitor achievement efforts, diagnose problems, review data, provide site visits, attend some PLC and Leadership meetings, and provide support for professional development. Each District Leadership Team member will maintain a communication log showing building contacts. A survey for building Principals will provide input to determine effectiveness of district assistance. | |
| | Target Date: | 06/15/2016 | |
| | Tasks: | | |
| | | 1. Each district Leadership Team member will be assigned a building to serve as liaison. | |
| | | Assigned to: | Virginia Anderson |
| | | Target Completion Date: | 12/02/2015 |

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| | | Comments: | Tentative liaison assignments: Perritt Primary and Rosenwald Early Childhood Center - Dr. Patricia Wright Central Primary School - Dr. Jeanette Turner Peake Elementary School - Dr. Jeanette Turner Goza Middle School - Dr. Donnie Whitten Arkadelphia High School - Dr. Virginia Anderson |
| | | 2. District Leaders will make contact with principals to communicate their role as the liaison to the school. | |
| | | Assigned to: | Virginia Anderson |
| | | Target Completion Date: | 12/18/2015 |
| | | Comments: | |
| | | 3. Provide each principal with a description of liaison roles. | |
| | | Assigned to: | Virginia Anderson |
| | | Target Completion Date: | 12/18/2015 |
| | | Comments: | |
| | | 4. Provide copy of communication logs and results of survey to analyze success of liaison relationships and the fulfillment of the role. | |
| | | Assigned to: | Virginia Anderson |
| | | Target Completion Date: | 06/15/2016 |
| | | Comments: | Each district leader will keep a log of contacts. The District Leaders will create and administer a survey for feedback. The District Leaders will evaluate the liaison role based on survey results. |
| Implement | Percent Task Complete: | | 0 of 4 (0%) |

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| Indicator | IC05 - The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts) | | |
| Status | Tasks completed: 0 of 5 (0%) | | |
| | Level of Development: | Initial: Limited Development 01/27/2016 | |
| | 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 have curriculum guides, but with recent and ongoing changes in state standards it is time to revisit all of our curriculum guides and pacing guides. We need to make a focused, concerted effort in this area to insure that our guides are aligned with the latest standards and assessments. A problem has been that the standards and assessments have been changing rapidly, undergoing continuous change. | |
| Plan | Assigned to: | Jeanette Turner | |
| | Added: | 01/27/2016 | |

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| | How it will look when fully met: | We will provide curriculum guides and pacing guides aligned to current state standards and assessments. These will be posted to the district website. These will be reviewed annually and updated as needed via grade level department meetings. Building administrators will monitor whether the intended curriculum is being taught by reviewing weekly lesson plans and classroom walkthroughs. The district will create a curriculum management plan; this will be shared with other building and district leaders to communicate the process and timeline for ongoing review of the district's curriculum and pacing guides. | |
| | Target Date: | 08/01/2017 | |
| | Tasks: | | |
| | 1. Review the curriculum documents posted on the Rogers School District website. | | |
| | Assigned to: | Jeanette Turner | |
| | Target Completion Date: | 07/29/2016 | |
| | Comments: | Jane Pollock worked as a consultant with the Rogers School District. At a national ASCD conference in Oct. 2015, she shared their documents as an example of her work. | |
| | 2. Create and distribute district curriculum management plan. | | |
| | Assigned to: | Jeanette Turner | |
| | Target Completion Date: | 08/01/2016 | |
| | Comments: | J. Turner has samples from other districts to use as a model. | |
| | 3. Study the work of Jane Pollock. This can be accomplished through book studies or conferences. | | |
| | Assigned to: | Jeanette Turner | |
| | Target Completion Date: | 12/16/2016 | |
| | Comments: | Jane Pollock has several books available. Each year the administrative team does a book study and will select one of her books for the 2016-17 book study. Each campus also conducts a book study and will be encouraged to select one of her books. Ms. Pollock regularly presents at ASCD conferences. She makes all of her work available to the public. | |
| | 4. Work with curriculum teams at each campus to create curriculum and pacing guides aligned to current state standards and assessments for the 2017-18 school year using a standard format across the district. | | |
| | Assigned to: | Jeanette Turner | |
| | Target Completion Date: | 08/01/2016 | |
| | Comments: | It may be possible to use the Rogers examples as a model. | |
| | 5. Post curriculum guides to the district website. | | |
| | Assigned to: | Jeanette Turner | |
| | Target Completion Date: | 08/11/2017 | |
| | Comments: | | |
| Implement | Percent Task Complete: | 0 of 5 (0%) | |

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

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| Indicator | ID01 - A team structure is officially incorporated into the school governance policy.(36) (AllDistricts) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| | Level of Development: | Initial: Limited Development 11/04/2015 | |
| | 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: | District and School Leadership Teams function at each school and district level as addressed in multiple district policies. All schools in the Arkadelphia District submit an ACSIP (School Improvement) Plan in accordance with state guidelines. The School Leadership Team creates and monitors the ACSIP Plans which are approved by the Board of Education. The school ACSIP plans are monitored by the District Leadership Team. Each campus has PLCs that participate in professional development and instructional planning. Each school and the district has an active parent advisory group that monitor and have input in the ACSIP process. | |
| Plan | Assigned to: | Virginia Anderson | |
| | Added: | 11/04/2015 | |
| | How it will look when fully met: | All schools and the District submit and have an ACSIP as evidenced by the approved plans. All schools and the District have active Parent Involvement Groups as evidenced by agendas, sign in sheets, and minutes of regular meetings. All schools and the District utilize PLC and Leadership Teams as evidenced by the agendas, sign in sheets, and minutes of regular meetings. | |
| | Target Date: | 11/04/2015 | |
| | Tasks: | | |
| | | 1. The approved ACSIP and Parent Involvement Plans will be posted on each website. Agendas, sign in sheets, and minutes of PLC and Leadership meetings will be collected and posted to each school and district Indistar site. | |
| | | Assigned to: | Virginia Anderson |
| | | Target Completion Date: | 11/04/2015 |
| | | Frequency: | monthly |
| | | Comments: | Dr. Anderson will review PLC and Leadership minutes each month. Dr. Anderson will be responsible for the approved ACSIP and Parent Involvement Plan to be posted to the appropriate website. Dr. Anderson will review agendas, sign in sheets, minutes, and other pertinent evidences filed in the ACSIP document box. |
| Implement | Percent Task Complete: | 0 of 1 (0%) | |

